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AUTHOR Cantalupo, Denise
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ABSTRACT

Project CHOICE was an Elementary and Secondary Education Act Title VII-funded project in its fifth and final year of operation at Fort Hamilton High School in Brooklyn and Springfield Gardens High School in Queens (both in New York City). In 1992-93 the project served 364 students of limited English proficiency. Participants received instruction in English as a second language (ESL), native language arts (NLA), and content areas. Career awareness was an integral part of programming. Staff development was provided through meetings and a tuition reimbursement program. An active parent component included ESL classes, conferences, and school functions, although stimulating participation was difficult. Most objectives were met, although the project did not meet its ESL objective and could not fully evaluate its parent component because of a lack of data. Recommendations include augmenting peer-support groups, encouraging parent participation, extending site resources, and collecting complete evaluation data. Seven tables present evaluation findings, and two appendixes list instructional materials and class schedules. (Author/SLD)

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OREA Report

Choosing Optional Infused Career Education for Students in High School Bilingual Programs
(Project CHOICE)
Transitional Bilingual Education Grant T003A80102
FINAL EVALUATION REPORT
1992-93

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Choosing Optional Infused Career Education for Students in
High School Bilingual Programs
(Project CHOICE)
Transitional Bilingual Education Grant T003A80102
FINAL EVALUATION REPORT
1992-93

Ms. Janine Launay-Anastasiadis, Project Director
Office of High School Funded Programs
1171 65th Street, Room 505
Brooklyn, NY 11219
(718) 236-3584

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EXECUTIVE SUMMARY

Project CHOICE was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its fifth and final year of operation at Fort Hamilton High School in Brooklyn and Springfield Gardens High School in Queens. In the year under review, Project CHOICE served a total of 364 students of limited English proficiency (LEP). This represented a decrease of 74 students from the previous year. Participating students received instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and the content areas. Career awareness was an integral part of programming.

Project staff and teachers of participating students were given the opportunity to attend staff development meetings. The project also reimbursed tuition for staff members taking courses at the college level.

The project established an active parental component that included E.S.L. classes, conferences, and school functions. The project, however, found it difficult to stimulate participation, particularly at Springfield Gardens High School.

The project met its objectives for N.L.A., career education, staff development, and dropout prevention. The project partially met its objectives for content area courses. OREA was unable to fully evaluate the parental involvement objective due to the absence of necessary data. The project did not meet its E.S.L objective.

The conclusions, based on the findings of this evaluation, lead to the following recommendations to the project:

- Provide all necessary data to completely evaluate project implementation and all objectives.
- Expand the resources at both sites to meet the needs of the increasing LEP population.
- Augment peer support groups.
- Stimulate parent awareness of project services.
- Increase parental attendance by offering activities at lunch, in the evening, and on weekends; holding some activities at alternative sites; advertising activities; and networking with community-based organizations.

ACKNOWLEDGMENTS

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Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Educational Research
Board of Education of the City of New York
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790 FAX (718) 935-5490

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII project, Choosing Optional Infused Career Education for Students in High School Bilingual Programs (Project CHOICE).

PROJECT CONTEXT

The program operated at Fort Hamilton High School in Brooklyn and Springfield Gardens High School in Queens. Ninety percent of the population in the community where Fort Hamilton High School was located were European-American, and the remaining ten percent were Asian-American. Students were bussed in from a large Latino community about two miles away from the school. Of the 3,501 students that attended the school during the 1992-93 academic year, 39.1 percent were European-American, 38.7 percent were Latino, 16.8 percent were Asian-American, 5.3 percent were African-American, and 0.2 percent* were Native American. Of these students, 25.1 percent were of limited English proficiency (LEP), and 32.6 percent came from low-income homes.

Seventy percent of the community surrounding Springfield Gardens High School were Latino and the remaining 30 percent were African-American. Of the 2,741 students that attended the school during the 1992-93 academic year, 94.5 percent were African-American, 3.4 percent were Latino, 1.2 percent were European-American, 0.84 percent were Asian-American and 0.07 percent* were Native

*Numbers exceed 100 percent because of rounding.

American. Of these students, 6.4 percent were LEP, and 21.3 percent came from low-income homes.

Fort Hamilton High School was undergoing renovations. The campus is large and attractive and overlooks Upper New York Bay and the Verrazano-Narrows Bridge. Springfield Gardens High School was also large and in need of refurbishing.

At both sites, the classrooms were filled to capacity. For the most part, student work was not in evidence in the halls or the classrooms. Halls were noisy and crowded. Computers appeared to be accessible to the students and frequently used.

STUDENT CHARACTERISTICS

Project CHOICE served Spanish and Haitian-speaking LEP students in ninth through twelfth grade. (See Table 1.) Students scoring at or below the 40th percentile on the Language Assessment Battery (LAB) were classified as LEP. At Springfield Gardens High School, the project staff also used interviews with the potential students and their parents as a selection criterion.

Project CHOICE served a total of 364 students; male students numbered 190 (52.2 percent), female 174 (47.8 percent). Students whose native language was Haitian numbered 116 (32 percent); students whose home language was Spanish numbered 210 (58 percent). Information on native language was missing for 38 students (8 percent).

TABLE 1

Number of Students in Project CHOICE, by Site and Grade

Site	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	Total
Fort Hamilton High School	76	59	59	22	216*
Springfield Gardens High School	3	28	32	26	89**

* Data not provided for one student.
** Data not provided for 58 students.

Haiti was the birthplace of 31.9 percent of the participating students. (For countries of origin, please see Table 2.) The project reported that 12 students (3.3 percent) were eligible for the free-lunch program, but this appears to be an underestimate caused by the project's failure to provide complete data. Students at both sites frequently assumed child-care responsibilities. A large number of project students attending Springfield Gardens High School lived with relatives, because their parents had not emigrated to this country.

TABLE 2

Students' Countries of Origin

Country	Number of Students
Haiti	116
Dominican Republic	107
Unreported	38
Mexico	28
Ecuador	23
El Salvador	11
Puerto Rico	10
Guatemala	6
Panama	5
Peru	4
Argentina	3
Colombia	2
Chile	2
Honduras	2
Nicaragua	2
Venezuela	2
United States	2
Costa Rica	1
TOTAL	364

Needs Assessment

Before instituting this program, Fort Hamilton High School determined students' needs by reviewing their academic records and considering the recommendations made by teachers, grade advisors, parents, and the Parent Advisory Committee (PAC). The project staff also interviewed the students to identify areas of need. In addition, Title VII staff at Springfield Gardens High School determined students' needs by giving placement tests and reviewing report cards. Specific areas requiring remediation were addressed.

PROJECT OBJECTIVES

Student Objectives

- As a result of participation in the program, 75 percent of the students will demonstrate a significant increase in English language skills.
- As a result of participation in the project, students will demonstrate a significant increase in N.L.A. language skills (Spanish or Haitian).
- As a result of participation in the program, 75 percent of program students will achieve a passing grade in the subject areas of mathematics, science, and social studies.
- As a result of the program, all project students will participate in at least two career conferences.
- As a result of participation in the program, the dropout rate of the program students will be less than mainstream students'.

Staff Development Objective

- As a result of participation in the program, staff will demonstrate professional growth.

Parental Involvement Objective

- As a result of the program, the parents of students in the program will demonstrate more involvement than the parents of mainstream students.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project CHOICE provided instructional and support services to Haitian- and Spanish-speaking students and their families. The project's main goals were to promote the acquisition of language and content area skills and increase career awareness. Each site housed a bilingual enrichment center where students could use resource materials and receive computer-assisted instruction (C.A.I.) and tutoring.

At Fort Hamilton High School, beginning level content area courses were taught in Spanish 95 percent of the time and in English five percent of the time. Intermediate level courses used Spanish 90 percent of the time and English ten percent of the time. Advanced level courses were taught in Spanish 85 percent of the time and English 15 percent of the time.

At Springfield Gardens High School, beginning level content area courses were taught entirely in Haitian. Intermediate level courses were offered in Haitian 75 percent of the time and English 25 percent of the time. Advanced level courses were taught half in English and half in Haitian. At both sites, target students participated in mainstream classes for music, art, health, and physical education. Also at both sites, project staff provided academic and personal counseling.

Project CHOICE offered parental involvement activities. The project also provided reimbursement to staff for college credits.

The resource teachers at both high schools reported that parents and guardians needed to become more involved in project activities and the project needed additional family outreach and support services.

Materials, Methods, and Techniques

At both sites, the project offered E.S.L. at beginning and transitional levels. At Fort Hamilton High School, the project offered native language arts (N.L.A.) at beginning, intermediate, advanced, and advanced placement levels. At Springfield Gardens High School, the project offered N.L.A. at beginning, intermediate, and advanced levels. At both sites, all content area classes were taught in the students' native language supplemented by English.

Teachers of participating students used a wide array of strategies and techniques, including cooperative learning, total physical response, group reading, whole-group instruction, small-group instruction, dialogue journals, individualized instruction, hands-on approaches, developmental lessons, and cognitive learning. They also used content-based, new concurrent, and language experience approaches. Both sites housed a bilingual resource center where students received C.A.I. and tutoring, if necessary. Specific strategies and techniques were chosen depending upon the learning styles of the students. The resource teacher at Fort Hamilton High School suggested that more computers and a larger resource center were needed to accommodate the increasing project population.

Students at both high schools produced and disseminated a newsletter about project and school activities.

The project incorporated a strong cultural component into its various curricula in order to foster a sense of pride in participants' native cultures. At Springfield Gardens High School, 36 project students participated in the CHOICE Club, which met after school to discuss various cultural issues. The club offered activities for the entire school to foster knowledge of different aspects of the Haitian and other cultures.

Project CHOICE had a large career awareness component to enhance students' knowledge of various career options and opportunities.

During the 1992-93 school year, Project CHOICE staff at Springfield Gardens High School adapted a variety of social studies materials, including texts on United States history and global studies and a social studies review guide. For a list of instructional materials used in the project, please see Appendix A.

Capacity Building.

This was the last year of Title VII funding. Fort Hamilton High School anticipated assuming all costs of the project next year, using tax-levy monies to fund the bilingual coordinator and purchase project materials, and Pupils with Compensatory Educational Needs (P.C.E.N.) funds for an educational assistant. At Springfield Gardens High School, tax-levy monies will fund most project activities.

Staff Qualifications

Title VII staff. The project's Title VII staff included the project director, two resource teachers, two educational assistants, and three student aides. For a description of degrees held and language competencies, see Table 3.

TABLE 3

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Director	Master's	Spanish, Haitian, French
Resource Teacher	Bachelor's	Haitian
Resource Teacher	Master's	Spanish
Educational Assistant	Associate's	Haitian
Educational Assistant	College Credits	Spanish

The project director's responsibilities included the supervision and coordination of project activities, staff selection and training, and the provision of evaluation data. At both sites, the resource teachers' responsibilities were to oversee project activities and provide supplemental teaching and support services. The educational assistants at both sites provided individual tutoring, assisted in the classroom in all academic areas, and supervised enrichment centers when the resource teachers were unavailable; at Springfield Gardens High School, the educational assistant also had clerical responsibilities. The student aides were responsible for individual tutoring.

Other staff. Tax-levy funds paid the salaries of 29 classroom teachers who provided instructional services to project students. Almost all teachers had certification in what they taught, except for one teacher certified in social studies who taught E.S.L. and one teacher certified in English who taught French and Spanish. (Data for one teacher were not reported.) Tax-levy monies also funded three assistant principals, one dean, three guidance counselors, one E.S.L. coordinator, one LAB/BESIS coordinator, and four educational assistants. For degrees, certifications, and language proficiencies*, please see Table 4.

Staff Development

At Fort Hamilton High School, an educational assistant received tuition assistance for college courses. Teachers of participating students attended a number of staff development activities held at the two sites. Topics included learning strategies and motivation, project activities, and dual literacy.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules. All classes were offered five days a week for a minimum of three periods a day.

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*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 4

Qualifications of Non-Title VII-funded Staff

Position Title	Degree(s)	Certificates/ Licenses	Language Proficiencies
29 Teachers	2 Ph.D.s 22 Master's 4 Bachelor's 1 Not Reported	11 E.S.L. 4 Spanish 6 English 1 Bil. Social Studies 2 Bil. Mathematics 1 Social Studies. 1 Bil. Science 1 Foreign Language 1 Bilingual 1 Not Reported	13 TP, 3 CP Spanish 3 TP Haitian 2 TP 3 CP French 2 TP 1 CP Italian 1 TP German 2 TP Arabic 1 TP Chinese 1 TP Greek
3 Assistant Principals	3 Master's	1 E.S.L., French 1 Administration, Mathematics 1 Guidance	1 CP French 1 CP Spanish
1 Dean	1 Master's	1 Spanish	1 TP Spanish 1 CP French
3 Guidance Counselors	3 Master's	1 Guidance 1 English 1 Not Reported	1 TP Spanish
1 E.S.L. Coordinator	1 Master's	1 E.S.L. French	1 TP Spanish 1 TP French
1 LAB/BESIS Coordinator	1 Master's	1 Spanish	1 TP Spanish
4 Educational Assistants	1 Bachelor's 3 College Cr.	N/A	1 TP Spanish 1 TP Chinese

Length of Time Participants Received Instruction

Students had a mean of 7.6 years (s.d.=1.5) of education in a non-English-speaking school system and 2.7 years (s.d.=1.6) of education in the United States. The median time students participated in Project CHOICE was 20 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Students whom the teachers thought needed special education services were sent to the School Based Support Team (S.B.S.T.) for evaluation. At Fort Hamilton High School, the S.B.S.T. included a Spanish-speaking teacher. At Springfield Gardens High School, the education evaluator spoke Haitian.

Students who were gifted and talented were identified by teacher judgment and course grades.

Instructional Services for Students with Special Needs

The project offered individualized and computer-assisted instruction (C.A.I.) during and after school hours to students needing additional academic support.

At Fort Hamilton High School, students in need of special education were referred to the on-site bilingual special education program. Gifted and talented students were mainstreamed into honors classes or special programs.

At Springfield Gardens High School, students in need of special services were sent to various programs off-campus. Gifted and talented students were referred to outside honors programs, such as the Opportunity to Learn scholarship program, which offered intensive E.S.L. instruction in the summer, or the Upward Bound

program at Queens College. This year, two project students from Springfield Gardens High School were semi-finalists in the Bilingual Oratory Olympics.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Parents of project students participated in a number of project-sponsored activities, including workshops, E.S.L. classes, conferences, and field trips.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB was used throughout New York City to assess the growth of English in populations similar to those served by Project CHOICE.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The N.L.A. and the content area objectives were assessed through course grades, as specified in the objective itself.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself. According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the objectives for the ongoing education of teachers, OREA examined transcripts from the institution in which the staff members enrolled as well as the workshop attendance sheets. To assess the career education objective, OREA also examined the attendance sheets of the various career development activities attended by project students.

In order to assess the dropout prevention objective, OREA compared the dropout rates of program and mainstream students. To assess the parent involvement objective OREA compared the parents of program and mainstream students' attendance rates at school functions.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

To assess students' achievement in English, OREA determined the percentage of students showing a gain on the LAB. In order to determine achievement in N.L.A., mathematics, social studies, and science, OREA computed the percentage of students passing courses in these areas.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project CHOICE carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

A consultant from OREA observed one advanced-level E.S.L. class at each of the participating high schools.

At Springfield Gardens High School, the consultant observed a class of 16 students who were preparing for the Degrees of Reading Power (D.R.P.) exam. The class atmosphere was light, friendly, and conducive to learning, and most students were actively involved in the lesson. The teacher wrote a series of antonyms on the board and asked the student to match the items. She then led a classroom discussion about drawing inferences from words and sentences. For the second part of the class, the teacher used the technique of cooperative learning and broke the class into small groups. The teacher and a paraprofessional helped each group. The students read a short story from their textbook, using the dictionaries distributed by the teacher. Each student was responsible for reading a paragraph and reporting its content to the class.

At Fort Hamilton High School, the consultant observed a class of 15 students. No paraprofessional was present. The teacher used a language experience

approach, and the students broke into small groups. They were to discuss and list the ten most important things in their lives at the time. The teacher led a discussion and worked with the students to narrow down the ten issues to the most important ones. The students had to write a sentence about one of these for homework. Overall, the class was open and lively.

The evaluation objective for English as a Second Language was:

- As a result of participation in the program, 75 percent of the students will demonstrate a significant increase in English Language Skills.

There were complete pre-and posttest scores on the LAB for 266 students from grades nine through twelve. (See Table 5.) Gains for reported students (7.9 N.C.E.s) were statistically significant and 0.3 more than that of the previous year. However, only 70 percent of the students demonstrated a gain, rather than the proposed 75 percent.

The project came very close but did not meet its objective for English as a Second Language this year. The project partially met this objective last year.

Participants' Progress in Native Language Arts

The evaluation objective for N.L.A. was:

- As a result of participation in the project students will demonstrate a significant increase in N.L.A. language skills (Spanish or Haitian).

Over 82 percent of the project students at both sites passed native language arts during the fall and spring semesters. (See Table 6.)

The project met its N.L.A. objective, as was the case last year.

TABLE 5

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery by Site

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Fort Hamilton High School	217	187	11.1	11.9	18.7	15.0	7.6	9.8	10.6*
Springfield Gardens High School	147	79	16.5	10.7	25.2	16.5	8.6	14.0	5.5*
Total	364	266	12.7	11.8	20.6	15.7	7.9	11.2	11.6*

*$p < .05$

- At both high schools, project students demonstrated significant gains on the LAB.

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TABLE 6

Passing Grades in Native Language Arts by Site

Site	Fall 1992		Spring 1993	
	Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Fort Hamilton High School (Spanish)	201	83.1	188	91.5
Springfield Gardens High School (Haitian)	18	83.3	45	82.2
Total	219	83.1	233	89.7

- In both fall and spring, over 82 percent of project students received passing grades in N.L.A.

LEP Participants' Academic Achievement

Teaching in most content area classes was predominantly in the native language supplemented by English. Teachers used a wide array of strategies and techniques, particularly content-based, cognitive, and new concurrent approaches. Other techniques were C.A.I., cooperative learning, developmental lessons, hands-on activities, and whole-class and small-group instruction.

At Springfield Gardens High School, a consultant observed a tenth grade global studies class comprised of 25 Haitian-speaking students. The classroom was old and bare; students' work was not displayed. The resource teacher led a discussion about Chinese civilization. The teacher wrote the entire lesson on the board in both Haitian and English. Originally, he had intended to distribute copies of the lesson to the students, but the photocopier was broken. The lesson was teacher-directed; no paraprofessional was present. The teacher used a number of teaching strategies, including content-based, cognitive, and new concurrent approaches. Only about half the class was involved in the discussion and taking notes.

An evaluation consultant also observed an eleventh-grade global studies class comprised of 13 Spanish-speaking students at Fort Hamilton High School. The classroom was newly refurbished and well-lit. The teacher pinned a large map in front of the room to aid in his discussion of ideological "isms" throughout the world. The entire lesson was teacher-directed, using a content-based approach. The teacher spoke and wrote on the board entirely in Spanish; a paraprofessional was

not present. The students talked to each other in Spanish supplemented by a little English. Overall, the students were actively involved in the lesson and asked many questions. They occasionally referred to their textbook.

The content area objective was:

- As a result of participation in the program, 75 percent of program students will achieve a passing grade in the subject areas of mathematics, science, and social studies.

Over 75 percent of Project CHOICE students passed science at both sites in the fall, and at Fort Hamilton High School 96.9 percent passed science in the spring. Over 75 percent of the students at Springfield Gardens High School passed social studies in the fall. Otherwise, the 75 percent criterion was not met. (See Table 7.)

The project partially met its content area objective, as it had last year.

Mainstreaming

Project CHOICE mainstreamed nine students (2.5 percent of project participants). Last year, nine students (2.1 percent of project participants) were mainstreamed. No objective was proposed in this area.

Former Participants' Progress in English Language Classrooms

Nine students were mainstreamed after last year. The project did not provide information on the subsequent performance of these students.

TABLE 7

Passing Grades in the Content Areas by Site

Site	Content Area	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Fort Hamilton High School	Mathematics	186	36.6	179	42.5
	Science	124	82.3	98	96.9
	Social Studies	199	72.9	191	64.4
Springfield Gardens High School	Mathematics	35	74.3	73	65.8
	Science	55	78.2	74	68.9
	Social Studies	56	76.8	89	73.0

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT ACTIVITIES

Career Education

The project proposed the following objective for career education:

- As a result of the program all project students will participate in at least two career conferences.

Project staff at Fort Hamilton High School provided participating students with the opportunity to attend the Latino College Expo at Pace University and the Día de Información Sobre Carreras y Educación sponsored by City College of the City University of New York (CUNY). The project sponsored two career seminars at Springfield Gardens High School. At one of these seminars, a group of professional women spoke about their careers. At the other, Dr. Leslie Desmangles spoke on anthropology as a career option. Additionally, two project students from Springfield Gardens High School were accepted into the Opportunity to Learn scholarship program at Queens College, in which they were introduced to various career alternatives. As a result of participation in the program, one student obtained a part-time job in a lawyer's office.

The project met its career development objective, as it had last year.

Grade Retention

Project CHOICE did not propose any objectives for grade retention. Fifty-five participating students were to be retained in grade (15.1 percent). This was a large increase over the previous year, when no project students were retained.

Dropout Prevention

Project CHOICE proposed the following dropout prevention objective:

- As a result of participation in the program, the dropout rate of the program students will be less than mainstream students'.

The dropout rate for project students at Fort Hamilton High School was 0.9 percent. This compares with a schoolwide dropout rate of 5.0 percent. At Springfield Gardens High School, no project students dropped out of the program, compared to a schoolwide dropout rate of 2.9 percent.

The project met its dropout prevention objective. The project had also met this objective in the previous year.

Attendance

The overall attendance rate for project students at Fort Hamilton High School was 92.7 percent, based on 195 students. This can be compared with the schoolwide attendance rate of 82.7 percent. The schoolwide attendance rate at Springfield Gardens High School was 82.2, but project staff did not provide information on participants' attendance at this site.

The project did not propose an attendance objective.

Placement in Gifted and Talented Programs

At Fort Hamilton High School, gifted and talented students were mainstreamed into honors classes outside of the program or to special programs. At Springfield Gardens High School, gifted and talented students were referred to outside honors programs, such as the Opportunity to Learn scholarship program or the Upward Bound program at Queens College. This year, two project students from

Springfield Gardens High School were semifinalists in the Bilingual Oratory Olympics. The project did not report the number of students who were referred to programs for the gifted and talented during the 1992-93 academic year.

Enrollment in Post-secondary Education Institutions

The project did not provide information on how many graduating seniors would be enrolling in post-secondary educational institutions.

CASE HISTORIES

Haitian Component

P. immigrated to the U.S.A. and entered the bilingual program at Springfield Gardens High School two years ago. After only a short while in the program, P. began taking many mainstream classes. P. maintained a very high academic average and ranked among the top fifteen students in the graduating class of 1993. He won the school's essay contest last spring, was a member of Arista, and participated in the Opportunity to Learn Program at Queens College. He was hoping to get financial support to attend college in the fall.

Spanish Component

A. was born in 1976 and went to school in a rural part of the Dominican Republic, where she completed the sixth grade. She entered Project CHOICE in ninth grade, two years ago. During her first year, she almost failed E.S.L., mathematics, and social studies. Her teachers referred her for after-school tutorials. A. worked diligently and attended the project's enrichment center daily during lunch. Student aides and the project's educational assistant helped her with her homework

and study skills. A. was promoted to E.S.L. level 3, passed mathematics, and received high grades in N.L.A. Project staff encouraged A. to pursue her education.

STAFF DEVELOPMENT OUTCOMES

The project proposed the following staff development objective:

- As a result of participation in the program, staff will demonstrate professional growth.

At Fort Hamilton High School, an educational assistant completed seven credits in sociology and mathematics at Kingsborough Community College. All participating staff members attended a number of staff development activities held at the two sites as well as activities sponsored by the United Federation of Teachers. Topics included learning strategies and motivation, project activities, and dual literacy. The resource teacher at Springfield Gardens High School attended two conferences on parental involvement.

The project met its staff development objective, as it had last year.

PARENTAL INVOLVEMENT OUTCOMES

Project CHOICE proposed the following parent involvement objective:

- As a result of the program, the parents of the students in the program will demonstrate more parental involvement than the parents of mainstream students.

Both sites offered E.S.L. classes to parents and adult siblings of participating students. At Springfield Gardens High School, these classes were attended by 15 adults twice a week. At Fort Hamilton High School, the three-hour classes were attended by 16 adults twice a week.

At Springfield Gardens High School, some parents attended the State Association for Bilingual Education (SABE) conference in upstate New York and other cultural activities provided by the project's Haitian Club. At both sites, some parents attended parent-teacher conferences and Open School Night/Day and went on school trips.

The resource teacher at Fort Hamilton High School reported that 55 percent of the parents of project students attended Open School Day, compared to 35 percent of the parents of mainstream students. The resource teacher at Springfield Gardens High School reported that four percent of the parents of project students attended parent-teacher conferences but did not provide the percentage of mainstream parents who attended these conferences.

The parental attendance rate was exceptionally low at Springfield Gardens High School. The project director reported that many students were from single parent families, and the parent often had to work long hours. Additionally, many students had been sent to the United States ahead of their parents, to live with a relative who did not feel responsible for their education. The project director felt that a family assistant was needed to maintain contact with the parents and guardians and encourage participation in school activities.

The project could not fully evaluate the objective as stated. Last year, the project met this objective.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project met its objectives for N.L.A., career education, staff development, and dropout prevention. The project partially met its objectives for content area courses. OREA was unable to fully evaluate the parental involvement due to a lack of necessary data. The project did not meet its E.S.L. objective.

Participating students in Project CHOICE showed academic progress. Of the 364 participating students in grades 9 through 11, 309 were promoted to the next grade. The students showed gains in E.S.L., N.L.A., and some content areas.

Project services not only benefited the students academically but also increased their awareness of the importance of education. The attendance rate of participating students was higher and the dropout rate was lower than that of the mainstream populations at both participating sites.

Teachers attended graduate courses to increase their knowledge of bilingual education. In-service workshops proved useful to teachers and project staff in their project-related responsibilities.

The project provided a number of services for parents of participating students, including E.S.L. classes, parent-teacher conferences, and field trips. At Springfield Gardens High School, the parental attendance rate was very low. The project director felt that a family assistant was needed to maintain contact with the parents and guardians and encourage their participation in school activities.

MOST AND LEAST EFFECTIVE COMPONENTS

Both resource teachers reported that the staff's relationship with students was a major asset of the program. Other effective components of the project were the N.L.A. instruction, career education initiative, staff development activities, and E.S.L. classes for parents.

The resource teachers at both sites reported that the program needed additional support and outreach services for students. Such services were also needed to encourage parents and guardians to become more involved in project activities. At Fort Hamilton High School, the resource teacher indicated that project students would benefit from additional mathematics and science courses, a Regents track in science, more computers, and a larger enrichment center to meet the needs of the growing project population. Mathematics and social studies instruction at both sites needed bolstering.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Provide necessary data to completely evaluate project implementation and all objectives.
- Expand the resources at both sites to meet the needs of the increasing LEP population.
- Augment peer support groups.
- Stimulate parent awareness of project services.
- Increase parental attendance by offering activities at lunch, in the evening, and on weekends; holding some activities at alternative sites; widely advertising activities; and networking with community-based organizations.

APPENDIX A

INSTRUCTIONAL MATERIALS

Fort Hamilton High School

Grade	Curriculum Area	Title	Author	Publisher	Date of Publication
9,10,11,12	E.S.L.	*Reading and Writing Skills*	S. Siegal	N.Y.C. Board of Education	1980
9,10,11,12	E.S.L.	*A New Beginning*	Church, Hyzer, Niedermeier	Prentice Hall	1988
9,10,11,12	E.S.L.	*From Sea to Shining Sea*	Harris	Prentice Hall	1985
9,10,11,12	E.S.L.	*Side by Side 1-4 Line by Line 1A*	Molinsky-Bliss	Prentice Hall	*
9,10,11,12	E.S.L.	*Variations*	Duffy	Prentice Hall	1986
9,10,11,12	E.S.L.	*Composition One*	Sheehan	Prentice Hall	*
9,10,11,12	E.S.L.	*Contact U.S.A.*	Abraham	Prentice Hall	1989
9,10,11,12	E.S.L.	*Ready to Write*	Blanchard/ Root	*	1984
9,10,11,12	E.S.L.	*Outsiders*	Mullen	Prentice Hall	1984
9,10	N.L.A.	*Nuevos Cuentos Contados*	Pitarro	Heath	1966
9,10	N.L.A.	*Un Verano en Méjico*	Cabat	Amsco	1975

* Not submitted by project.

Grade	Curriculum Area	Title	Author	Publisher	Date of Publication
9,10	N.L.A.	*El Hidalgo de la Mancha*	D. Quilter	Houghton Mifflin	1973
9,10	N.L.A.	*Mejora Tú Español*	Portilla/ Varela	Regents	*
10,11	N.L.A.	*Español Para el Bilingue*	Marie Esman Barker	NTC	1985
10,11	N.L.A.	*Prosa de la España Moderna*	Wasserman	Amsco	1972
10,11,12	N.L.A.	*Galería de Arte Y Vida*	Adley, Albini	McGraw Hill	1989
11,12	N.L.A.	*Del Solar Hispanico*	*	*	1989
9,10,11,12	Mathematics	*General Mathematics*	Lawrence, Rucker, Ockenga	Heath	1985
9,10,11,12	Mathematics	*Preliminary Mathematics*	Dressler	Amsco	1981
9,10,11,12	Mathematics	*Mathematics: A Topical Approach*	Bumby, Klutch	Merrill	1985
9,10	Science	*La Energía Y La Materia*	Heimler, Price	Merrill	1985
10,11,12	Science	*Biología*	Alexander, Bahret, Chavez	Silver Burdett & Ginn	1987
11,12	Science	*Conceptual Physics*	Hewitt	Addison Wesley	1987
10,11,12	Science	*Biology and Human Proesses*	Tanzer	Prentice Hall	1986
10,11	Social Studies	*Historia Universal*	Bartoli, Martinez	Trillas	1988

* Not submitted by project.

Grade	Curriculum Area	Title	Author	Publisher	Date of Publication
9,12	Social Studies	*Europa, Africa, Asia, Australia*	Elbow	Silver Burdett & Ginn	1985
9,10	Social Studies	*Canadá y América Latina*	Elbow	Silver Burdett & Ginn	1985
9,10	Social Studies	*Comprende Tu Mundo*	Killoran, Zimmer, Jarrett	Jarrett	1991
11,12	Social Studies	*Nueva Historia De Los EE.UU.*	Baker, Hall	Minerva	1986

Springfield Gardens High School

Grade	Curriculum Area	Title	Author	Publisher	Date of Publication
10, 12	E.S.L.	*Developing Reading Vol. I, II, III*	Markstein	Newbury House	1987
12	N.L.A.	*Haitian Literature Vol. I, II, III*	Pompilus	Editions Cariabes	1975
9,10	N.L.A.	*Letki Kreyol*	Enstiti Pedagojik, Nasyonal	Lekol Fondaman	1988
12	N.L.A.	*Dyakout 1,2,3,4*	Felix Morisseau Leroy	Haitiana	1990
11,12	N.L.A.	*Malfini Byenfini*	Bob Lapierre	Haitiana	1986
9,10	Mathematics	*Applying Mathematics*	Schutle	Doubleday	1986
9,10	Mathematics	*Mathematics Fundamentals, Vol. II*	Cullen	Barrons	1984
9,10,11	Mathematics	*Integrated Mathematics Vol. I, II, III*	Dressler	*	*
9	Mathematics	*Kalkil ak Sistem Metrik*	*	Editions Antilles	*
9,10	Science	*Syans Fizik*	Gresser	N.Y.C. Board of Education	1992
9,10	Science	*Biological LAB 1*	Gresser	N.Y.C. Board of Education	1992
9	Science	*Hot General Sciences*	Ramsey	Holt Rinehart	1979
9	Social Studies	*Histoire d'Haiti*	Fombrun	L'Action Sociale	1992

Grade	Curriculum Area	Title	Author	Publisher	Date of Publication
11,12	Social Studies	*U.S. History*	O'Connor	Globe	1983
11,12	Social Studies	*Global Studies*	Osborne	*	*
11,12	Social Studies	*U.S. History and Government*	Stich	N & N	1988
9,10	Social Studies	*Global Studies*	Brin	Amsco	1988
9	Social Studies	*Istwa Jeneral*	Gresser	N.Y.C. Board of Education	1990

* Not submitted by project.

APPENDIX B
CLASS SCHEDULES

FORT HAMILTON HIGH SCHOOL

Typical Schedule of Instruction
for Ninth Grade Bilingual Student

Days	Period	Subject
M-F	8:10-8:50	Spanish 4
M-F	8:54-9:36	Global History 4
M-F	9:40-9:53	Official Class
M-F	9:57-10:37	Physical Science 2
M-F	10:41-11:21	Gym
M-F	11:25-12:05	E.S.L. 3
M-F	12:09-12:49	E.S.L. 3
L U N C H		
M-F	1:37-2:17	Fundamental Math 2

Typical Schedule of Instruction
for Tenth Grade Bilingual Student

Days	Period	Subject
M-F	8:10-8:50	Sequential Math 2
M-F	8:54-9:36	Biology 2
M-F	9:40-9:53	Official Class
M-F	9:57-10:37	Gym
M-F	10:41-11:21	E.S.L. 4
M-F	11:25-12:05	E.S.L. 4
M-F	12:09-12:49	Spanish 8
L U N C H		
M-F	1:37-2:17	Global Studies 4
M-F	2:21-3:01	Computer Science

* Not submitted by project.

Typical Schedule of Instruction
for Eleventh Grade Bilingual Student

Days	Period	Subject
M-F	8:10-8:50	Physical Science 2
M-F	8:54-9:36	Gym
M-F	9:40-9:53	Official Class
M-F	9:57-10:37	Spanish 8
M-F	10:41-11:21	Economics
LUNCH		
M-F	12:09-12:49	E.S.L. 6
M-F	12:53-1:33	E.S.L. 6
M-F	1:37-2:17	U.S. History 2

Typical Schedule of Instruction
for Twelfth Grade Bilingual Student

Days	Period	Subject
M-F	8:10-8:50	Hygiene
M-F	8:54-9:36	Energy
M-F	9:40-9:53	Official Class
M-F	9:57-10:37	E.S.L. 8
M-F	10:41-11:21	Economics
LUNCH		
M-F	12:09-12:49	Spanish Advanced Placement
M-F	12:53-1:33	E.S.L. 8
M-F	1:37-2:17	Sequential Math 2

* Not submitted by project.

SPRINGFIELD GARDENS HIGH SCHOOL

Typical Schedule of Instruction
for Ninth Grade Bilingual Student

Days	Period	Subject
M-F	First	Bilingual Keyboarding
M-F	Second	English for Non-Native Speakers
M-F	Third	N.L.A.
M-F	Fourth	Bilingual Global Studies 2
L U N C H		
M-F	Sixth	Bilingual Physical Science 2
M-F	Seventh	E.S.L.
M-F	Eighth	E.S.L.
M-F	Ninth	Bilingual Fundamental Math 2

Typical Schedule of Instruction
for Tenth Grade Bilingual Student

Days	Period	Subject
M-F	First	Gym
M-F	Second	English for Non-Native Speakers
M-F	Third	N.L.A.
M-F	Fourth	Bilingual Sequential Math 2
L U N C H		
M-F	Sixth	Bilingual Physical Science 2
M-F	Seventh	E.S.L.
M-F	Eighth	E.S.L.
M-F	Ninth	Bilingual Global Studies 2

* Not submitted by project.

Typical Schedule of Instruction
for Eleventh Grade Bilingual Student

Days	Period	Subject
M-F	First	Bilingual Sequential Math 2
M-F	Second	Keyboarding
M-F	Third	Advanced E.S.L.
M-F	Fourth	English for Non-Native Speakers
LUNCH		
M-F	Sixth	N.L.A. Literature
M-F	Seventh	U.S. Government
M-F	Eighth	Gym
M-F	Ninth	Applied Science

Typical Schedule of Instruction
for Twelfth Grade Bilingual Student

Days	Period	Subject
M-F	First	English
M-F	Second	Bilingual Sequential Math 3
M-F	Third	Advanced E.S.L.
M-F	Fourth	Chemistry
LUNCH		
M-F	Sixth	Economy
M-F	Seventh	Music
M-F	Eighth	U.S. Government
M-F	Ninth	Chemistry Lab

* Not submitted by project.